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843-873-3890

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NO

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

Our School

Mathematics

| | Absolute Rating | Improvement Rating | Adequate Yearly Progress |
|------|-----------------|--------------------|--------------------------|
| 2001 | Average | Good | N/A |
| 2002 | Average | Average | N/A |
| 2003 | Average | Below Average | No |

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS

English/Language Arts

45.1 9.6 44.4 18.9 19.2 19.2 19.2 19.2 19.2 19.2 19.5 19.2 19.2 19.2 19.3 1

Middle Schools with Students like Ours

English/Language Arts

Definition of Critical Terms

Mathematics

Advanced

Very high score; very well prepared to work at next grade level; exceeded expectations

Proficient

Well prepared to work at next grade level; met expectations

Met standards; minimally prepared, can go to next grade level

Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

| | Teachers | Students | Parents |
|--|----------|----------|---------|
| Number of surveys returned | 61 | 240 | 132 |
| Percent satisfied with learning environment | 90.0% | 69.4% | 89.9% |
| Percent satisfied with social and physical environment | 86.7% | 67.2% | 79.7% |
| Percent satisfied with home-school relations | 78.7% | 78.4% | 78.6% |

| Alston Middle | | | | | | | | 1802011 |
|--------------------------------|---|--------------|------------|-----------------|----------|---------------|--------------------|----------------------|
| PACT PERFORMANCE | BY GR | OUP | | | | | | |
| | | RENT TESTING | | allow Basic | | Proficient of | Advanced olo Profi | cientand cientand |
| | / | ent lesting | ' des | "B 82" / | _sic / | Aicien. | " auce | ient no |
| | noll | 2701, 010 | lested old | Slow of | Basic of | 840 \ a/c | POL DLO | cient and |
| | \ \\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \ | \ <u>\</u> | 0/02 | | | | 0/0, | <u>'</u> / ċ |
| All students | 0.10 | 00.0 | - AT | igiisii/Lai | | | | |
| Gender | 846 | 98.9 | 35.7 | 44.4 | 18.9 | 0.9 | 19.8 | 17.6 |
| Male | 448 | 99.8 | 40.6 | 40.6 | 18.1 | 0.8 | 18.9 | 17.6 |
| Female | 398 | 98.0 | 30.3 | 48.9 | 19.7 | 1.1 | 20.9 | 17.6 |
| Racial/Ethnic Group | 398 | 96.0 | 30.3 | 40.9 | 19.7 | 1.1 | 20.9 | 17.0 |
| White | 526 | 99.0 | 28.7 | 46.6 | 23.6 | 1.1 | 24.7 | 17.6 |
| African-American | 292 | 99.0 | 49.0 | 40.3 | 9.9 | 0.8 | 10.7 | 17.6 |
| Asian/Pacific Islander | 9 | 88.9 | N/A | N/A | N/A | N/A | N/A | 17.6 |
| Hispanic | 16 | 100.0 | 27.3 | 45.5 | 27.3 | N/A | 27.3 | 17.6 |
| American Indian/Alaskan | 3 | 100.0 | N/A | N/A | N/A | N/A | N/A | 17.6 |
| Disability Status | 3 | 100.0 | IN/A | IN/A | IN/A | IN//A | IN/A | 17.0 |
| Not disabled | 700 | 99.4 | 29.9 | 46.6 | 22.4 | 1.1 | 23.5 | 17.6 |
| Disabled | 146 | 96.6 | 65.6 | 33.6 | 0.8 | N/A | 0.8 | 17.6 |
| Migrant Status | 140 | 30.0 | 05.0 | 33.0 | 0.0 | IN//A | 0.0 | 17.0 |
| Migrant | N/A | 0.0 | N/A | N/A | N/A | N/A | N/A | 17.6 |
| Non-migrant | 846 | 98.9 | 35.7 | 44.4 | 18.9 | 0.9 | 19.8 | 17.6 |
| English Proficiency | 040 | 30.3 | 33.7 | 77.7 | 10.5 | 0.5 | 13.0 | 17.0 |
| Limited English proficient | 2 | 100.0 | N/A | N/A | N/A | N/A | N/A | 17.6 |
| Non-limited English proficient | 844 | 98.9 | 35.7 | 44.2 | 19.1 | 0.9 | 20.1 | 17.6 |
| Socio-Economic Status | 011 | 00.0 | 0011 | | 1011 | 0.0 | 2011 | |
| Subsidized meals | 345 | 98.3 | 49.7 | 38.1 | 11.9 | 0.3 | 12.2 | 17.6 |
| Full-pay meals | 501 | 99.4 | 27.1 | 48.4 | 23.2 | 1.3 | 24.5 | 17.6 |
| , , | | | | 1 | | 1 | 1 | , |
| | | | | Mathe | matics | | | |
| All students | 846 | 99.3 | 24.2 | 45.1 | 21.1 | 9.6 | 30.7 | 15.5 |
| Gender | | | | | | | | |
| Male | 448 | 99.6 | 23.4 | 39.8 | 24.9 | 11.8 | 36.8 | 15.5 |
| Female | 398 | 99.0 | 25.0 | 51.1 | 16.8 | 7.1 | 23.9 | 15.5 |
| Racial/Ethnic Group | | | | | | | | |
| White | 526 | 99.4 | 17.4 | 42.0 | 27.7 | 12.8 | 40.5 | 15.5 |
| African-American | 292 | 99.0 | 36.0 | 50.6 | 9.1 | 4.3 | 13.4 | 15.5 |
| Asian/Pacific Islander | 9 | 100.0 | N/A | N/A | N/A | N/A | N/A | 15.5 |
| Hispanic | 16 | 100.0 | 18.2 | 63.6 | 18.2 | N/A | 18.2 | 15.5 |
| American Indian/Alaskan | 3 | 100.0 | N/A | N/A | N/A | N/A | N/A | 15.5 |
| Disability Status | | | | | | | | |
| Not disabled | 700 | 100.0 | 19.0 | 45.5 | 24.2 | 11.3 | 35.6 | 15.5 |
| Disabled | 146 | 95.9 | 50.8 | 43.4 | 4.9 | 0.8 | 5.7 | 15.5 |
| Migrant Status | | | | | | | | |
| Migrant | N/A | 0.0 | N/A | N/A | N/A | N/A | N/A | 15.5 |
| Non-migrant | 846 | 99.3 | 24.2 | 45.1 | 21.1 | 9.6 | 30.7 | 15.5 |
| English Proficiency | | | | | | | | |
| Limited English proficient | 2 | 100.0 | N/A | N/A | N/A | N/A | N/A | 15.5 |
| Non-limited English proficient | 844 | 99.3 | 23.8 | 45.1 | 21.4 | 9.7 | 31.1 | 15.5 |
| Socio-Economic Status | | | | | | | | |
| Cubaidizad maala | 215 | 00 0 | 22.4 | 10.1 | 120 | 5.0 | 100 | 1 15 5 |

32.1

19.3

49.1

42.6

98.8

99.6

12.9

26.2

5.9

11.9

18.8

38.1

15.5

15.5

Subsidized meals

Full-pay meals

PACT PERFORMANCE BY GRADE LEVEL

| | PAGI PERFURMANCE BY GRADE LEVEL | | | | | | | | | | |
|------|---------------------------------|---|---------------|---------------|-----------|----------|----------------|-------------------|---|--|--|
| | | | LIST MIS | /. | / asic | | iont | / gd | / | | |
| | | /.5 | entesti | sted / | MBigg | azic / | - oficit | want rich | ķ | | |
| | | Enrolle Enrolle | ay of Testing | lested olo Be | How Basic | Basic ok | Proficient olo | Advanced Advanced | P | | |
| | | \ \\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \ | <i>"</i> | 0/0. | | / | | 00 | / | | |
| | C d- 0 | NI/A | NI/A | | /Langua | | NI/A | NI/A | | | |
| | Grade 3 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | | | |
| | Grade 4 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | | | |
| 2002 | Grade 5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | | | |
| 8 | Grade 6 | 190 | N/A | 32.2 | 43.7 | 23.0 | 1.1 | 24.0 | | | |
| | Grade 7 | 211 | N/A | 23.0 | 50.5 | 23.0 | 3.6 | 26.5 | | | |
| | Grade 8 | 237 | N/A | 22.2 | 48.0 | 26.2 | 3.6 | 29.8 | | | |
| | | | | | | | | | | | |
| | Grade 3 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | | | |
| | Grade 4 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | | | |
| 2003 | Grade 5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | | | |
| 20 | Grade 6 | 297 | 99.7 | 38.3 | 37.2 | 23.8 | 0.8 | 24.5 | | | |
| | Grade 7 | 263 | 98.1 | 30.6 | 50.2 | 17.9 | 1.3 | 19.1 | | | |
| | Grade 8 | 286 | 99.0 | 37.8 | 46.6 | 14.7 | 0.8 | 15.5 | | | |

| | Mathematics | | | | | | | | | | |
|------|-------------|-----|-------|------|------|------|------|------|--|--|--|
| | Grade 3 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | | | |
| | Grade 4 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | | | |
| 2002 | Grade 5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | | | |
| 20 | Grade 6 | 190 | N/A | 24.0 | 49.2 | 21.9 | 4.9 | 26.8 | | | |
| | Grade 7 | 211 | N/A | 22.1 | 46.2 | 16.9 | 14.9 | 31.8 | | | |
| • | Grade 8 | 237 | N/A | 27.2 | 51.3 | 18.8 | 2.7 | 21.4 | | | |
| | Grade 3 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | | | |
| | Grade 4 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | | | |
| 8 | Grade 5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A | | | |
| 2003 | Grade 6 | 297 | 100.0 | 20.7 | 40.2 | 27.2 | 11.9 | 39.1 | | | |
| | Grade 7 | 263 | 98.9 | 21.9 | 48.5 | 20.3 | 9.3 | 29.5 | | | |
| | Grade 8 | 286 | 99.0 | 29.9 | 47.0 | 15.5 | 7.6 | 23.1 | | | |

SCHOOL PROFILE

| C | our School | Change from Last Year | Middle Schools with Students Like Ours | Median Middle School |
|---|------------|--------------------------|--|----------------------------|
| Students (n= 822) | | | | |
| Students enrolled in high school credit courses (grades 7 & 8) | 41.1% | Down from 48.0% | 18.4% | 14.4% |
| Retention rate | 5.3% | Up from 4.6% | 2.1% | 2.3% |
| Attendance rate Eligible for gifted and talented | 94.8% | Down from 95.9% | 95.5% | 95.2% |
| | 15.3% | Down from 16.7% | 18.4% | 13.6% |
| On academic plans On academic probation | N/A | N/A | N/A | N/A |
| | N/A | N/A | N/A | N/A |
| With disabilities other than speech Older than usual for grade | 17.8% | Up from 16.2% | 14.4% | 14.1% |
| | 5.8% | Up from 3.4% | 3.8% | 4.9% |
| Suspended or expelled | 5.7% | Down from 7.0% | 1.0% | 1.3% |
| Annual dropout rate | 0.0% | No change | 0.0% | 0.0% |
| Teachers (n= 56) | | | | |
| Teachers with advanced degrees Continuing contract teachers | 62.5% | Down from 64.0% | 48.2% | 47.1% |
| | 83.9% | Up from 82.0% | 88.0% | 82.5% |
| Highly qualified teachers Teachers returning from previous year | N/A | N/A | N/A | N/A |
| | 82.5% | Up from 76.0% | 87.2% | 84.3% |
| Teacher attendance rate Average teacher salary | 95.5% | Up from 94.3% | 95.5% | 95.0% |
| | \$39,980 | Down 1.9% | \$40,638 | \$39,924 |
| Prof. development days/teacher | 9.0 days | Up from 7.6 days | 9.9 days | 10.7 days |
| School | | | | |
| Principal's years at school | 8.0 | Up from 7.0 | 3.5 | 3.0 |
| Student-teacher ratio | 20.9 to 1 | Up from 10.1 to 1 | 20.9 to 1 | 21.0 to 1 |
| Prime instructional time Dollars spent per pupil* | 89.5% | Down from 90.0% | 89.5% | 88.9% |
| | \$6,453 | Up 2.8% | \$5,791 | \$5,854 |
| Percent spent on teacher salaries* Opportunities in the arts | 60.6% | Up from 59.5% | 62.3% | 62.0% |
| | Good | No change | Good | Good |
| Parents attending conferences SACS accreditation | 86.1% | Down from 97.4% | 94.6% | 94.8% |
| | yes | N/A | yes | yes |
| | | | | |

^{*} Prior year audited financial data are reported.

| | Our District | State | |
|---|--------------|-------|--|
| Highly qualified teachers in low poverty schools | N/A | N/A | |
| | | | |
| Highly qualified teachers in high poverty schools | N/A | N/A | |

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|------|-----------|-------|---------|--------|
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|-----|-----|----------------|-----|---------------|-----|--------------|-----|---------------------|--|
| - 1 | N/A | Not Applicable | N/C | Not Collected | N/R | Not Reported | I/S | Insufficient Sample | |

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Alston Middle School is located in the heart of Summerville and is accredited by the Southern Association of Colleges and Schools. The mission of our school is to provide every student with the skills necessary to become productive citizens. The pursuit of this mission has led our 832 students to higher levels of achievement under the guidance of our 55 certified teachers and four guidance counselors.

Supported by an award winning PTSA and a strong School Improvement Council, our students have won many individual and group honors in academics, the arts and athletics. Many of our students have won regional, state and national awards for their achievements. Members of our sixth grade math team placed in the top fifteen schools in the Math League Press National Competition, which included over one thousand middle schools across the country. They also won Trident Tech's Math Quest Competition. Winning the sixth grade Science Quest Competition enabled our sixth graders to win the Quest Trophy. Three of our sixth graders won recognition on the National Word Master's Exam. One of our eighth graders out scored all other students in District #2 on the National Algebra Exam. A seventh grader won the District #2 Spelling Bee, and another was the runner-up in the District #2 Geography Bee. Seventeen of our seventh graders qualified to take the SAT, and one of them was recognized by Duke University for scoring a District #2 high of 1300 points on the SAT.

Our students continue to excel in the arts. The SC Band Directors selected the Tiger Band as the winner of the Outstanding Performance Award for the entire state. Eight band students were named all-region, and two were named All-State. The Alston Chorus consistently rates as one of the top groups in the Low-country. Our art students successfully compete in regional and state competitions. One of our students' artistic designs was chosen to represent the annual Flowertown Festival. Our PTSA sponsors athletic teams and the Reflections competition and also host's dances and other events.

Patriotism and community service are important to Alston students and staff. Our students displayed support for our troops overseas through our Wall of Honor. Also, our students supported many local service projects such as our canned food drive for the Palmetto House. Student Council's Project Angel Tree helped families during the holidays. Beta Club set a record in supporting the Muscular Dystrophy Assn.

We continually face the challenge of providing instruction to improve student achievement. In the coming school year, we aim to improve our report card grade by continuing with instructional programs such as Moving with Math and Reading Renaissance.

Sam Clark, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.